



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Hughes **Lesson #: 4 Facet:** Organize
Grade Level: 9 **Numbers of Days:** 1-2
Topic: Narrative Writing

PART I:

Objectives

Students will understand that character development is essential to telling a successful and effective story.

Student will know

Important Events and People - How to effectively portray and develop multiple characters.

Student will be able to do

Students will be able to reflect on each of the characters and their purposes.

Product: Interview

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will submit a Quick Write which discusses a specific character in great detail. Students will be able to determine which key characteristics they want to continue, and any characteristics they might want to change about their characters.

Section II – timely feedback for products (self, peer, teacher)

Students will be able to assess the strength of their character after they are given the opportunity to create a write up. The teacher will provide feedback on the strength of the character and their ability to write about them in depth.

Summative (Assessment of Learning):

Interview (50 pts) Students will be asked to create a mock interview with one of the characters from their short story. Students will be able to choose the medium in which to record or perform their interview in front of the class. Students may choose to record a video, audio, or perform the interview in front of the class on the assigned day. The interview should be with a character different than the character developed in the blogging activity. The interview will be graded on effectiveness, development, and creativity. Students will have the option to work with other students in the class, or they may choose to work on their

own.

Integration Technology:

Students have the option of using any form of video or audio tool.

Content Areas:

Video - Students may have the option to record video.

Audio - Students have the option to record an audio interview.

Theatre - Students will work to write a script and act out a mock-interview for this assignment.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a Wheel Organizer to reflect on the unique quirks about their characters. They will then use a Team-Pair-Solo activity to receive additional feedback on the effectiveness of their characters

Section II – Groups and Roles for Product

Characters will be interviewed about events, feelings, and other characters and their relationships.

Differentiated Instruction

MI Strategies

Verbal: Students will be able to write down and articulate the opinions of their characters in an interview format.

Logic: Students will be able to organize and conduct their own interviews in a way that they feel will be effective.

Visual: Students have the option to create a visual production to express their interview.

Musical: Students have the option to do a vocal recording to show their interview. In this step music and other effects may be added to influence the effectiveness of the interview.

Kinesthetic: Students have the option to do a physical performance if they choose to do a visual recording for their interview.

Intrapersonal: Students have the option to work on their work alone if they choose.

Interpersonal: Students may seek help from their peers whether they choose to do a visual or audio production.

Naturalist: If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their interview by the characters.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

All absent students will have the opportunity to make up work missed because of an absence. It is the job of the student to find out what he/she missed in class, and what assignments are due when he/she returns to class. Students may communicate with the teacher by email or in person. Students will be given a new due date for assignments as decided by the teacher. Once this conversation has been had, the student will be accountable for turning in the assignment on the new due date.

Extensions

Type II technology:

Students will have the option to use a video or audio technology. They will then have to upload the file onto the designated site for evaluation by the teacher.

Gifted Students:

Gifted students will be able to expand on their individual creativity throughout the storyboard process. They will be help to a high standard of writing and development of both characters and plot. They will challenge themselves individually based on their plot and events sequences.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Graphic Organizer

Scrap Paper

Writing Utensils

Projector

Video Camera (laptop)

Microphone (laptop)

Source for Lesson Plan and Research

List all URL and describe.

[Youtube](#) - All video and audio files will need to be uploaded to Youtube.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Classroom will be arranged into table groups of 4 students. This is to ensure that students do not get distracted by too many peers, but also to ensure that the students are given an opportunity to collaborate with their surrounding group members.

Day 1 - 70 minutes

The assignment will be explained to the students and all questions will be answered. Students will have the remainder of class to write scripts for interviews, and plan the steps they will need to complete the assignment. Students will be able to work with other students in the classroom, or work individually. This work is to be completed and uploaded before the beginning of the next class period.

Day 2 - 70 minutes

Students will perform or present their interviews in front of the class during this class period.

Students will understand that character development is essential to telling a successful and effective story. Understanding character development will give you skills to relating to and understanding people in the real world. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." Students will have been hooked into this unit by watching movie trailers and discussing the importance of character development.

Where, Why, What, Hook Tailor: Verbal, Logic, Visual, Intrapersonal

Students will know: Important Events and People - How to effectively portray and develop multiple characters. Students will use a Wheel Organizer to reflect on the unique quirks about their characters. They will then use a Team-Pair-Solo activity to receive additional feedback on the effectiveness of their characters. Students will submit a Quick Write which discusses a specific character in great detail. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal

Students will use a Wheel Organizer to reflect on the unique quirks about their characters. They will then use a Team-Pair-Solo activity to receive additional feedback on the effectiveness of their characters. Characters will be interviewed about events, feelings, and other characters and their relationships. Students will submit a Quick Write which discusses a specific character in great detail. Students will be able to determine which key characteristics they want to continue, and any characteristics they might want to change about their characters. Students will be able to assess the strength of their character after they are given the opportunity to create a write up. The teacher will provide feedback on the strength of the character and their ability to write about them in depth

Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Kinesthetic, Intrapersonal, Interpersonal.

Students will be able to self evaluate their work during the two day process. Students will also be provided with timely feedback by their peers during their presentation during the second class day, and during their work at their table groups. The completion of this assignment is dependent on work during the class, as well as work after the class is over. Because students have a specific due date, they will be allowed to work on their interview during any of their free time. Completion of this assignment is essential to the completion of the final product of this unit.

Evaluate, Tailors: Intrapersonal, Interpersonal.

Content Notes

Students will know.....

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Handouts

List the items that need to be printed out for the lesson.

Rubric - Students will know what they are being graded on.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Clipboard: Students will be given a rubric so that they understand exactly what is expected of them.

Microscope: Students will be able to articulate their own story by using the interview to organize and analyze the development of characters.

Puppy: Students will be in a comfortable and fostering environment based on their classroom organization and table formation. Students will be in a fostered environment because they will be able to interact with their group members, and will be allowed to work on the interview how they choose.

Beach Ball: Students will be able to use their own creativity to develop unique characters and events sequences.

Rationale: Students will demonstrate they have met the standard based on their ability to write a narrative in which they will develop their own characters and their own plot. The students will have to use well-chosen detail in order to effectively write their story and develop the characters and events sequence. Students will be able to create a short story based on a well-designed and structured plot and events sequence.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Section I – checking for understanding during instruction

Students will submit a Quick Write which discusses a specific character in great detail. Students will be able to determine which key characteristics they want to continue, and any characteristics they might want to change about their characters.

Section II – timely feedback for products (self, peer, teacher)

Students will be able to assess the strength of their character after they are given the opportunity to create a write up. The teacher will provide feedback on the strength of the character and their ability to write about them in depth.

Summative:

Interview (50 pts) Students will be asked to create a mock interview with one of the characters from their short story. Students will be able to choose the medium in which to record or perform their interview in front of the class. Students may choose to record a video, audio, or perform the interview in front of the class on the assigned day. The interview should be with a character different than the character developed in the blogging activity. The interview will be graded on effectiveness, development, and creativity. Students will have the option to work with other students in the class, or they may choose to work on their own.

Rationale: Students will be assessed on their ability to identify and create their own characters and relationships. Quick Writes as well as the the product will be used to assess students learning and understanding of the main themes and concepts.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary

skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

MLR or CCSS:

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Facet: Organize

Rationale: Instruction will be planned based on student learning and understanding. Students will demonstrate their knowledge of the facets through the work on the interview. Instruction supports all students because of the understanding of multiple intelligences and learning styles of each student.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Students will be able to write down and articulate the opinions of their characters in an interview format.

Logic: Students will be able to organize and conduct their own interviews in a way that they feel will be effective.

Visual: Students have the option to create a visual production to express their interview.

Musical: Students have the option to do a vocal recording to show their interview. In this step music and other effects may be added to influence the effectiveness of the interview.

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Intrapersonal: Students have the option to work on their work alone if they choose.

Interpersonal: Students may seek help from their peers whether they choose to do a visual or audio production.

Naturalist: If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their interview by the characters.

Type II Technology:

Audio or Video - Youtube

Rationale: Instructional strategies are based on the understanding of all multiple intelligences. A variety of strategies are used to enhance the effectiveness of impression of the multiple intelligences on all students and their understand of how they learn as individuals.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student

learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will be able to choose the format they want to use to convey the character development. The teacher will help foster a positive classroom environment which will ensure that students are getting the most out of the lesson. Student creativity will be highly fostered because of the freedom to design their own interview.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students will be able to choose the medium they want to present their interview. This will be customized and chosen by the student, which will be essential to insuring that all students are being educated.